



“TOGETHER WE ARE STRONGER”

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by the Chair of Governors

Signature _____

Date _____

This Policy will be reviewed October 2017

Special Educational Needs Policy

Introduction

Provision for children with Special Educational Needs (SEN) is a matter for Dorrington Academy as a whole. In addition to the Governing Body, the school's Head teacher, the Special Educational Needs Co-ordinator (SENCo) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Dorrington follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs (SEN).

Definition of Special Educational Needs (SEN).

Children have special educational needs if they have a **learning or behaviour difficulty** that calls for **special educational provision** to be made for them. Dorrington Academy also includes in their definition any child who has language needs or who requires specialist gifted and talented provision.

Children have a learning difficulty if they:

- Have a greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Has a behaviour problem that prevents or hinders them or other children from learning, or disrupts the teacher from teaching.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age, other than special schools, in the area.

This SEN procedure details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that the teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Responsibilities

- The teachers and staff of the school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Parents will be seen as partners and play a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They will be encouraged to play an active and valued role in their children's education.
- Children with SEN often have a unique knowledge of their own needs. Their views should be sought when discussing what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their child's needs, the review and transition processes.

Practice and Procedures for SEN. Provision

The Special Needs Register

All children who have SEN will be put on the school SEN Register within a category as follows:-

Initial Concerns

Although this stage is not recognised, by the Local Authority, the school will keep a record of those children who have shown they are not progressing for one reason or another. The class teacher will inform parents. Reviews will take place during parents evening. At Initial Concern there must be evidence to show that following differentiation the child has made little or no progress, before School Action can be considered. *(NB if a child is admitted to school with severe learning difficulties they can immediately be placed at School Action).*

School Action

When a class teacher or the SENCo identifies a child with special educational needs, the class teacher will provide interventions that are **additional** to those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who **despite** receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- presents persistent emotional or behaviour difficulties which are not improved by the behaviour management techniques employed in the school
- has a sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's **class teacher will remain responsible** for working with the child on a daily basis and for planning and delivering Individual Education Programmes

(IEPs). Parents will always be consulted and kept informed of the action taken to help the child and of the outcomes of this action.

Reviews - Three times a year (one of which can be at parents' evening).

School Action Plus

At **School Action Plus** external support services, will usually see the child so that they can advise teachers on new IEPs, provide more specialist assessments, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for intervention through *School Action Plus* will be that, despite receiving individualised support under *School Action* and an Audit recording of 3, the child:

- continues to make little or no progress in specific areas over a long period ($\frac{1}{2}$ terms)
- continues working at National Curriculum levels substantially below that expected of children of similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Reviews - three times a year to specifically discuss the IEP (one of which can be at parents' evening).

Collection of Evidence

Evidence is needed to support requests at *School Action* and *School Action Plus*. Some of this evidence can be found in the child's books. Additional evidence will need to be collected in line with specific targets on the IEP. Evidence can

include reading age, test results, SATs results, samples of unaided everyday work and progress reports. It is the teacher's responsibility to collect such evidence. The SENCo or the Headteacher, may request this evidence for use in discussions with parents.

NB It is therefore vital that collection of evidence is regular and ongoing and that all work is dated and annotated.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, evidence through *School Action* and *School Action Plus*. This information includes:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum level attainments in literacy and numeracy
- educational and other assessments, for example from an advisory specialist
- information from support teacher or an educational psychologist
- views of the parents and of the child education welfare service or involvement of other professionals such as health, social services
- LA SEN documentation (CRISP)

Statutory Assessment of Special Educational Needs

A child will be brought to the LA's attention as requiring an assessment through a request by Dorrington, from the parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists. It may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA may decide to meet the child's special educational needs through a statement.

A statement of special educational needs will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identification of the special educational provision necessary to meet the pupil's special educational needs

- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with statements of special educational needs will have short-term targets set out in an IEP. This will usually be drawn up by the teacher and implemented, as far as possible, in the normal classroom setting.

The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

There must be an Annual Review for a Statemented child in addition to an IEP Review each term. This should focus on what the child has achieved as well as on difficulties that need to be resolved and the relevance of the statement. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Assessment

Dorrington will assess each child's current levels of attainment on entry in order to ensure that they build upon established learning. If the child already has an identified special educational need, this information will be transferred through feeder schools and liaison with SENCo's. The SENCo and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum. identify and focus attention on action to support the child within the class
- use the assessment processes (LA audit, teacher assessments, formal assessments etc) to identify any learning difficulties
- ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems they have in the classroom are due to limitations in their command of the English language that is used there or arise from a specific educational need.

Criteria for Inclusion of the Special Needs Register (including movement through the stages)

Criteria for Inclusion on SEN Register

- In any year, an Audit (2) result means the child will automatically be placed at School Action.
- In any year, an Audit (3) result means the child will automatically be placed at School Action Plus.

The class teacher will make a referral to the SENCo who will discuss their inclusion on the SEN Register.

- If the child makes sufficient progress after intervention they are removed from the register.
- If after 6 weeks the child shows little progress, the teacher further differentiates the work, including 3 targets that will be set for the child.
- If, following further differentiated work there is little progress, the teacher will inform the SENCo and provide any evidence of special need.

School Action and School Action Plus

The teacher will draw up an Individual Education Plan for the child and Teaching Assistant time will be allocated to support the child with individual programmes and small group teaching. At School Action Plus the LA documentation will need to be filled in and kept.

Statement of SEN

If the child is still making little or no progress on School Action Plus, it will be agreed at the review meeting to consider a statutory assessment. All parties should be in favour of this decision and the SENCo, with the teacher, would

complete the assessment forms. The teacher should collate all necessary evidence to support the forms for the LA.

At all stages of Special Need the teacher needs to be aware of the needs of the child and any IEP will need to be acknowledged in planning, in all areas of the curriculum. A copy of the IEP should be included with the weekly planning and the class teacher should regularly note progress against the targets. The Teaching Assistant will make notes on the work they cover with the child. There will also need to be regular liaison between the Teacher, Teaching Assistant and SENCo.

Inclusion

Dorrington is committed to admitting all children regardless of their area of difficulty. However, the school is on two levels which would mean that a child with certain physical difficulties would find it difficult to gain access to certain areas.

Provision and Support

Dorrington Academy has invested a significant amount of funding and resources in building a highly effective inclusion team. The team consists of learning mentors, teaching assistants and specialist teachers. They are dedicated to providing the best strategies to support pupils with any emotional, behavioural, language, sensory or physical difficulties learning or behaviour needs. In addition to staff we have invested in a learning sensory room and appropriate resources.

Teaching Assistants work with the children in order to raise the standards, particularly in the core subjects. Specific times will be allocated so that they can support children or groups of children on the SEN register. The LA also provides extra funding for the support of children with a Statement of Special Educational Need.

Within the Inclusion team we have staff who have specialised in catering for the needs of pupils on the Autistic spectrum. They have a willingness and flexibility to listen to parents and professionals; they provide and arrange access to a range of provision; they work closely external professionals to learn and share new approaches in teaching. They rigorously audit and monitor to ensure strategies are having a positive impact and early identification of children who may be on the Autism spectrum.

In addition we have a high intake of pupils with English as an additional language, many are now joining Dorrington with no English language at all. To address this

we have invested in promoting language skills and developing intervention specifically for pupils with EAL needs.

Gifted and Talented

We have a gifted and talented register. To extend the achievements of pupils who are gifted and talented. We have invested in specialist teachers and resources for both Key stages.

In meeting the needs of children Dorrington will provide:

Initial assessment including:

- Statutory tests
- Reading tests
- Teacher assessments (ongoing)
- Authority SEN audit (CRSIP)
- Language testing
- Baseline testing for gifted and talented

Support for children on the SEN Register as follows:

- School Action - Teacher/Teaching Assistant support
- School Action Plus - Teacher/Teaching Assistant support, external agency involvement

Support for gifted and talented:

- Analysis of tracking/achievements
- Specialist intervention
- Monitoring/Review half termly progress

The Role of the SENCo

The SENCo responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy and procedures
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs

- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- create and maintain SEN register
- to support the teachers in writing IEPs

The Role of the Class Teacher

- To be aware of all children on the SEN register.
- To initially identify and assess the child's need and inform parents of their concerns.
- To continue to assess and monitor the needs of all children on the register.
- Provide suitable **differentiated work** to meet that child's needs.
- Monitor the child's progress - **further differentiated work**.
- Inform the SENCo if the child is still not progressing and provide evidence of the child's Special Need.
- Maintain the necessary records (SEN records, school records).
- To be involved with external agencies as and when necessary.
- To inform parents when the child is first entered on the register at SA or SA+.
- To involve parents in the setting and review of Targets.
- To write Individual Education Plans (IEPs), with the support of the SENCO, for all children on the register at School Action, School Action Plus and Statemented.

The Role of Teaching Assistants and Learning Mentors

- To be aware of children on the register.
- With reference to the child's IEP, carry out work with Special Needs children as directed by the SENCo and/or class teacher.
- To maintain records of work covered and examples of children's work so that progress can be assessed.
- To maintain records of behaviour issues and strategies used to address these
- To liaise where appropriate with parents/carers and outside agencies to support a pupil's progress
- Take part in the review process, especially where this involves a child with a Statement of Special Educational Need.
- To liaise with the class teacher and the SENCo on matters of concern with regards to the child's work or behaviour.

Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessment. This may include:

- specific work to support their IEP
- different learning materials or special equipment
- some group or individual support
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment

Monitoring children's progress

Dorrington's system for observing, tracking and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Record Keeping

The amount of record keeping and its format will vary according to the stage the child is at on the SEN Register and the nature of the problem. It is vital that, as much evidence as possible is collected to support each stage.

Class teachers will maintain an SEN folder containing each child's paperwork, copy of the IEP and any additional information.

Individual Education Plans (IEPs)

Strategies employed to enable the child to progress will be recorded within an IEP. The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place (including how often, how long and including group sizes)
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed). (See IEP - Appendix II)

The IEP will only record that which is **additional to, or different from**, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Parental Complaints

Through the involvement of parents at all stages of the special needs process, parents are kept fully informed of the help provided for their child by the school and LA.

In the first instance, if a parent has a complaint, or problem, they are asked to make an appointment to see the class teacher, specifying the worries they have.

The class teacher may wish the SENCo to be present to provide more information for the parent.

If the parent still remains unsatisfied they should make an appointment to see the SENCo.

If the parent feels that he/she has not received a satisfactory explanation, or the problem is still unresolved, then an appointment with the Headteacher should be sought. The Headteacher may be asked to present the grievance to the Governing Body or the parent may write to the Chairman of Governors to express a grievance.

Monitoring, Evaluation and Review

SEN is also monitored by the Leadership team to ensure that children with SEN are catered for in all lessons through:

- tracking
- book trawls
- planning
- observation of lessons
- talking to children

The school will review this policy and assess its implementation and effectiveness.

Ratified by the Governing Body

Signature: _____
(Chair of Governors)

Date: _____

This policy will be reviewed October 2017